

R E P O R T R E S U M E S

ED 014 177

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AN EMERGING PROGRAM FOR EMOTIONALLY DISTURBED AND
NEUROLOGICALLY IMPAIRED PUPILS IN THE WARWICK PUBLIC SCHOOLS,
GRADES 1-6.

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REPORT NUMBER WFS-0401

PUB DATE SEP 66

EDRS PRICE MF-\$0.25 HC-\$2.08 50P.

DESCRIPTORS- *EMOTIONALLY DISTURBED, *NEUROLOGICALLY
HANDICAPPED, *SPECIAL EDUCATION, BEHAVIOR CHANGE, CHILDREN,
CLASS MANAGEMENT, ELEMENTARY GRADES, FACILITIES,
INTERPROFESSIONAL RELATIONSHIP, PARENT SCHOOL RELATIONSHIP,
RECORDS (FORMS), TEACHER AIDES, TEACHER ROLE, TEACHING
GUIDES, TESTING, WARWICK, RHODE ISLAND

THIS MANUAL FOR TEACHERS RESULTED FROM A SPECIAL
WORKSHOP HELD IN 1966 TO PLAN A BETTER PROGRAM FOR
EMOTIONALLY DISTURBED AND NEUROLOGICALLY IMPAIRED ELEMENTARY
SCHOOL AGE STUDENTS. ADMISSION POLICY, ADMINISTRATION OF BOTH
TYPES OF CLASSES, AND THE DUTIES OF THE TEACHER AND TEACHER'S
AIDE ARE DESCRIBED. RELATIONSHIPS WITH PARENTS, THE
PRINCIPAL, SUPPORTIVE PERSONNEL, STUDENT TEACHERS, AND
NON-TEACHING PERSONNEL ARE DISCUSSED. THE PHILOSOPHY AND
TECHNIQUES OF MANAGEMENT OF BEHAVIOR ARE PRESENTED. THE
ACADEMIC PROGRAM FOR THE NEUROLOGICALLY IMPAIRED WHICH
INCLUDES TRAINING FOR GENERAL ACADEMIC IMPROVEMENT,
IMPROVEMENT OF PERCEPTION, READING, HANDWRITING, LANGUAGE AND
SPELLING, AND MATHEMATICS IS PRESENTED. SOURCES OF MATERIALS
ARE LISTED. PROBLEMS IN TESTING INTELLIGENCE AND ACHIEVEMENT
AND IN PREPARING STUDENT REPORTS AND RECORDS ARE NOTED AND
SOME SUGGESTIONS ARE GIVEN. PHYSICAL FACILITIES FOR THE CLASS
ARE DESCRIBED. APPENDIXES GIVE EXAMPLES OF A REPORT CARD AND
A CHECK LIST OF ACADEMIC SKILLS AND BEHAVIOR TRAITS OF
BRAIN-INJURED CHILDREN. THE BIBLIOGRAPHY LISTS 33 ITEMS. (JA)

ED014177

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AN EMERGING PROGRAM
FOR
EMOTIONALLY DISTURBED
AND
==NEUROLOGICALLY IMPAIRED PUPILS

Public Schools of
WARWICK, RHODE ISLAND

No. 0401

1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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for
EMOTIONALLY DISTURBED AND NEUROLOGICALLY IMPAIRED PUPILS
in the
WARWICK PUBLIC SCHOOLS
Grades 1-6

Published by the Warwick School Department
Warwick, Rhode Island
September, 1966

Dr. R. Bowen Hardesty
Superintendent of Schools

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT.....	1
INTRODUCTION.....	11
POLICIES	
Policies for Class of Emotionally Disturbed Children.....	1
Policies for Class of Neurologically Impaired Children.....	5
RELATIONSHIPS	
Relationships With Parents (Emotionally Disturbed).....	9
Relationships With Parents (Neurologically Impaired).....	11
Relationships With Principal (Emotionally Disturbed).....	13
Relationships With Principal (Neurologically Impaired).....	14
Relationships With Supportive Personnel (Emotionally Disturbed and Neurologically Impaired).....	15
Relationships With Consultants and Special Teachers (Emotionally Disturbed and Neurologically Impaired).....	16
Relationships With Student Teachers (Emotionally Disturbed and Neurologically Impaired).....	17
Relationships With Non-Teaching Personnel (Emotionally Disturbed and Neurologically Impaired).....	18
MANAGEMENT OF BEHAVIOR (Emotionally Disturbed and Neurologically Impaired).....	20
Rewards.....	22
Punishments.....	23
ACADEMIC PROGRAM FOR NEUROLOGICALLY IMPAIRED.....	26
Specific Training for General Academic Improvement.....	27
Improvement of Perception.....	27
Reading.....	28
Handwriting.....	30
Language and Spelling.....	31
Mathematics.....	31
Motivation.....	32
INTELLIGENCE AND ACHIEVEMENT TESTING (Emotionally Disturbed and Neurologically Impaired).....	33
REPORTS AND RECORDS (Emotionally Disturbed and Neurologically Impaired).....	35

	Page
PHYSICAL FACILITIES (Emotionally Disturbed and Neurologically Impaired).....	37
 APPENDIX	
Appendix I Report of Progress.....	40
Appendix II Academic Skills and Behavior of Brain-Injured Children.....	41
 BIBLIOGRAPHY	
Books.....	42
Periodicals.....	44

ACKNOWLEDGEMENT

Grateful acknowledgement is made to the persons named below who contributed to the success of a special workshop held at Pilgrim High School from June 22 to July 1, 1966 in order to plan a better program for emotionally disturbed and neurologically impaired pupils, and to prepare this manual for teachers.

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Warwick School Department

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INTRODUCTION

Classes for emotionally disturbed children were organized five years ago in Warwick and classes for the neurologically impaired are now in their second year. In order to share the know-how already gained and provide needed guidance for new teachers who work with these pupils, a special workshop was held during the summer of 1966 under the direction of Mrs. Elizabeth Carollo, our School Department Psychologist.

Besides producing this manual, workshop participants accomplished the following tasks:

1. Revised the report card used for emotionally disturbed and neurologically impaired children.
2. Recommended additional teaching material for future use.
3. Compiled a simple check list for use in periodic evaluations of the neurologically impaired.
4. Compiled a simple check list for use in periodic evaluations of the emotionally disturbed.
5. Devised a testing instrument for evaluating perception and coordination.
6. Prepared a manual for use in improving perception and coordination.
7. Designed a class record sheet for use with a test of Specific Language Disability.
8. Established long range goals for classes of emotionally disturbed and neurologically impaired.

These varied workshop activities will surely result in improved instruction for the emotionally disturbed and neurologically impaired pupils of Warwick.

Henry C. Lemire
Mr. Henry C. Lemire
Director of Special Services

POLICIES FOR CLASS OF EMOTIONALLY DISTURBED CHILDREN

DEFINITION

The emotionally handicapped child as defined by state regulation is "A child whose diagnosed social and/or emotional problem is so severe that adjustment to a regular class appropriate for his age is precluded." A socially and emotionally disturbed child is maladjusted to the society in which he must live. He is maladjusted in his relationship with others and/or in his relation to himself.

PURPOSE

The purpose of the class is to provide such children with an environment in which they can pursue a selected, regulated set of experiences in order that they may learn more effectively, assume more responsibilities, and move toward and maintain their place in a regular classroom.

ADMISSIONS

Referrals to this class are made, generally, by the elementary guidance counselors with the approval of the principals. Candidates not attending Warwick public schools may be referred directly to the Director of Special Services. Only those students will be considered who are of elementary school age (5-10 to 13-6) and are unable to adjust socially and/or emotionally to a regular classroom. Each candidate will be expected to have at least average intelligence or give indication of average or better potential. As prescribed by state regulations, candidates must have had psychiatric evaluation and referrals should be accompanied by reports and/or recommendations.

Any admission to the class for emotionally disturbed is understood to be on a trial basis. Final selection of students is made by approval of the Director of Special Services on the basis of a complete evaluation and analysis by the school psychologist. Although the size of the class is limited to ten, optimal effectiveness would be achieved with a smaller number.

REJECTIONS

A report will be filed stating reason for the rejection of a candidate and reconsideration will be given at any time conditions change and admission is feasible.

TRANSPORTATION

Transportation arrangements will be under the direct supervision of the Director of Special Services and such arrangements will be coordinated with the Director of Business Affairs. Students transported will be under the authority of and directly responsible to the driver. Excessive activity of an endangering nature may result in withdrawal of transportation privileges. In such cases parents would be responsible for transportation.

SUSPENSION

Suspension is considered to be a necessity in crisis situations, and can be effected by the teacher through the principal with brief notation as to dates and reasons included in cumulative records. A child might be suspended if he cannot function successfully due to lack of parental cooperation such as failure to administer medication or to provide psychotherapy.

EXCLUSION

Temporary exclusion for the purpose of re-evaluation and classification will be initiated by the teacher, principal, counselor or school psychologist, and presented in writing to the Director of Special Services. Final decision regarding temporary exclusion shall be made by the Assistant Superintendent of Elementary Schools.

Permanent exclusion will be recommended when the child interferes with classroom procedure or after three years if there has been no noticeable improvement in the mental health of the child. Final decision regarding permanent exclusion shall be made by the School Committee upon recommendation of the Superintendent of Schools.

REFERRAL FOR RESIDENT PLACEMENT

In the event that a student fails to adjust and profit from this placement, resident school may be advisable. The Director of Special Services or school psychologist will be responsible for advising parents on available facilities and procedure for financial assistance through the State Department of Education.

VISITORS

In general, visiting classes of the emotionally disturbed will be discouraged because of the deleterious effect on both students and teacher. Visits by interested parents or professionals may be arranged with the permission of the Director of Special Services. When possible, visitors should be accompanied by a member of the staff so that the length of the visit may be controlled and any questions may be answered.

TEACHER

(General Statement of Duties)

The responsibilities of the teacher, in general, will be comparable to those of the regular class teacher. In addition, she will be responsible for directing the activities of the aide. The instructional program will, of necessity, be individualized to suit the needs of a multi-grade class. Whenever possible, the teacher will, with the assistance of the principal, encourage integration of her students with a regular class. The teacher will be expected to make herself available for consultation with parents, school or medical personnel, and write reports when requested.

TEACHER

(Knowledge, Skills and Capacities)

The teacher of emotionally disturbed will be expected to meet requirements prescribed by state regulations. Optimally, she will have at least two years experience in regular class before assuming duties in the class for emotionally disturbed. Personal characteristics which are considered of pri-

many importance are:

1. Warm, accepting personality and a good sense of humor.
2. Sincere interest in children with problems.
3. Ability to exercise good judgement and common sense.
4. Ability to adapt standard teaching procedures to the needs of emotionally disturbed and frequently low-achieving students.
5. Continuing effort to improve professional skills by graduate courses, group meetings, reading, etc.

TEACHER AIDE

The teacher aide will be an integral part of the special class, and it is of vital importance that this person clearly understand her professional responsibilities which are:

1. She will work directly under the teacher to whom she is assigned.
2. She must understand that she is not a teacher, or assistant teacher, and is prohibited by law to engage in activity which could be construed as teaching.
3. She must understand that she will be exposed to confidential, privileged information and should respect such confidences.
4. She will be a school employee and will be expected to be groomed and dressed accordingly.

TEACHER AIDE (Specific Duties)

1. Typing and duplicating teaching material.
2. Clerical and housekeeping duties.
3. Supervising lavatory periods.
4. Assisting with yard and lunch duties.
5. Checking assignments.
6. Assisting with directions for seatwork.
7. Supervising educational games and drills.

POLICIES FOR CLASS OF NEUROLOGICALLY IMPAIRED

DEFINITION

The neurologically impaired child as defined in the State Regulations for Education of Handicapped Children is "A child without serious physical locomotion problems who tests within the normal range of intelligence, but who neurologically demonstrates such unusual perceptual and conceptual disturbances as to make instruction very difficult without the provision of a clinical or a special educational program." These children tend to be hyperactive, distractable and awkward individuals who are poorly organized and unpredictable in their behavior, and who go to pieces on relatively slight provocation.

PURPOSE

The purpose of the class is to provide such children with an environment in which they can pursue a selective, regulated set of experiences with curriculum and teaching techniques adapted to their individual needs, and directed towards their return to regular classroom.

ADMISSIONS

(Elementary School Program)

Referrals to this class are made generally by the elementary guidance counselors with the approval of principals. The criteria for selection includes:

1. Diagnosis by physician.
2. Average or above intelligence as measured by two or more individual or group tests.
3. History of school failure and/or
4. Inability to conform to average classroom routine.

Children admitted should be of elementary school age (5-10 to 13-6) and all admissions are on a trial basis. The size of the class is limited to ten children; however, less than ten provides more desirable conditions for indi-

vidual teaching. Final selection of students is made by approval of the Director of Special Services on the basis of a complete evaluation and analysis by the school psychologist.

TRANSPORTATION

Transportation arrangements will be under the direct supervision of the Director of Special Services and such arrangements will be coordinated with the Director of Business Affairs. Students transported will be under the authority of and directly responsible to the driver. Excessive activity of an endangering nature may result in withdrawal of transportation privileges. In such cases parents would be responsible for transportation.

SUSPENSION

Suspension is considered to be a necessity in crisis situations, and can be effected by the teacher through the principal with brief notation as to dates and reasons included in cumulative records. A child might be suspended if he cannot function successfully due to lack of parental cooperation such as failure to administer medication or to provide psychotherapy.

EXCLUSION

Temporary exclusion for the purpose of re-evaluation and classification will be initiated by the teacher, principal, counselor or school psychologist, and presented in writing to the Director of Special Services. Final decision regarding temporary exclusion will be made by the Assistant Superintendent of Elementary Schools.

Permanent exclusion will be recommended when the child interferes with classroom procedure or after three years if there has been no noticeable improvement in the mental health of the child. Final decision regarding permanent exclusion will be made by the School Committee upon recommendation of the Superintendent of Schools.

VISITORS

Because the students in these classes are highly distractable and sensitive, visitors will be discouraged. Professionals or parents interested in visiting may request permission from the Director of Special Services. Whenever possible, visitors will be accompanied by a staff member in order to control the length of the visit and answer questions.

TEACHER (General Statement of Duties)

The responsibilities of the teacher, in general, will be comparable to those of the regular class teacher. In addition, she will be responsible for directing the activities of the aide. The instructional program will, of necessity, be individualized to suit the needs of a multi-grade class. Whenever possible, the teacher will, with the assistance of the principal, encourage integration of her students with a regular class. The teacher will be expected to make herself available for consultation with parents, school or medical personnel and write reports when requested.

TEACHER (Knowledge, Skills and Capacities)

The teacher of neurologically impaired will be expected to meet requirements prescribed by state regulations. Optimally, she will have at least two years experience in regular class before assuming duties in the class for neurologically impaired. Personal characteristics which are considered of primary importance are:

1. Warm, accepting personality and a good sense of humor.
2. Sincere interest in children with problems.
3. Ability to exercise good judgement and common sense.
4. Ability to adapt standard teaching procedures to the needs of neurologically impaired and frequently low-achieving students.
5. Continuing effort to improve professional skills by graduate courses, group meetings, reading, etc.

TEACHER'S AIDE

The teacher aide will be an integral part of the special class, and it is of vital importance that this person clearly understand her professional responsibilities.

1. She will work directly under the teacher to whom she is assigned.
2. She must understand that she is not a teacher, or assistant teacher, and is prohibited by law to engage in activity which could be construed as teaching.
3. She must understand that she will be exposed to confidential, privileged information and should respect such confidences.
4. She will be a school employee and will be expected to be groomed and dressed accordingly.

TEACHER'S AIDE (Specific Duties)

1. Typing and duplicating teaching material.
2. Clerical and housekeeping duties.
3. Assisting with yard and lunch duties.
4. Supervising lavatory periods.
5. Checking assignments.
6. Assisting with directions for seatwork.
7. Supervising educational games and drills.

RELATIONSHIPS WITH PARENTS (Emotionally Disturbed)

The parents of emotionally disturbed children have most often met the problem of abnormal behavior in the child before it erupts at school. Frequently they have sought help from the local mental health clinic or a private psychiatrist, and have some insight into their own problems as well as the child's. Generally, they can accept transfer from regular to emotionally disturbed class as part of a team effort to improve the mental health of the child. In discussing the placement with parents, the school psychologist stresses the importance of their cooperation in continuing contact with the clinic or psychiatrist, and in following orders regarding medication. Occasionally a parent decides that the therapeutic atmosphere of the emotionally disturbed class can take the place of psychiatric or clinical intervention. Teacher, principal and psychologist must discourage this attitude in their conferences with parents and indicate that the teacher's role does not duplicate that of a therapist.

Frequently a child will arrive at school upset and unmanageable because the parents have neglected his medication. It is surprising how often parents decide to adjust the dosage, or fail to fill prescriptions in view of the obvious benefits medication brings to the child. School authorities feel that continued lack of cooperation in this respect calls for exclusion from the class. The teacher is free to call parents by telephone, arrange personal interviews, elicit the help of the school nurse, principal or psychologist in obtaining cooperation.

Although school authorities are well aware of the benefits to be derived from psychotherapy, there has been no effort to force reluctant parents to participate. Private psychiatry is prohibitively expensive for the average family, so the local mental health clinic provides the clinical team to meet the needs of most class members. Like most mental health clinics, the Warwick

Community Guidance Clinic has more referrals than can be handled efficiently and must set up priorities. Parents who are forced into making appointments are pre-conditioned to refuse any therapeutic benefits, are careless about keeping appointments, and waste precious hours of clinic time which might better be spent with more receptive clients. Again, school authorities feel that parents cannot expect the teacher to assume total responsibility for the mental health of the child, and if he is so disturbed as to disrupt classroom procedure, he will be excluded.

Occasionally, a student will come from a home where environmental conditions are psychotoxic and parents are unworkable. In these circumstances the clinic may work only with the child in the hope of relieving the pressure of home and helping him to adjust more satisfactorily to the conditions that prevail. The teacher must realize that the atmosphere provided in her class may be the most positive influence in his life and accept the fact that the parents show little inclination towards cooperation or change.

During the past year, the teachers of the emotionally disturbed and principal, aide, student teacher or psychologist met regularly with members of the clinic team to discuss matters of mutual concern. School personnel gained new insight into the home conditions, parental attitude and behavior of the students. The clinicians became aware of the school behavior, needs and attitudes of their clients. The parents were aware of the meetings and were unanimous in their approval of the close relationship between school and clinic for the benefit of their child.

RELATIONSHIPS WITH PARENTS (Neurologically Impaired)

The neurologically impaired represent a group whose parents have been aware of their academic or behavioral problems and have taken measures to relieve them. The fact that these students who frequently exhibit no overt signs of physical disability have been diagnosed as neurologically impaired indicate a high degree of concern on the part of the parents. They are usually disappointed in the child's academic progress and often critical of the school. They are relieved to have discovered the etiology of the problem but, in general, have superficial understanding of the specific areas in which the child is disabled. They look upon the class of neurologically impaired as the solution to the problem and generally are eager to arrange placement for their child.

After diagnostic and evaluative reports are reviewed by the school psychologist and recommendations for placement are reported to the Director of Special Services, parents are called in for conference so that they have some understanding of the class. They are advised that improvement in subject matter areas is likely to be slow, that methods of instruction may seem unusual, and that the reports to parents are different from those in regular class. When possible, parents are encouraged to visit the classes, meet the teachers, and discuss their visits with the principal or psychologist.

Regularly scheduled conferences occur during the same period as in the other schools, and teachers are free to arrange meetings with parents at any time they feel it is advisable. The principal and psychologist are also available for consultation with parents.

Optimally, there should be an opportunity for parents and school personnel to meet during the course of a school year; not to discuss individual problems, but to acquaint parents with various aspects of neurological impairment

and the school program. Resource personnel from other disciplines might be utilized as speakers or consultants.

The teachers feel that the cooperation of parents is vital to the efficiency of the program.

RELATIONSHIPS WITH PRINCIPAL (Emotionally Disturbed)

The class for emotionally disturbed is usually housed in a large elementary school. This policy seems advisable in order to provide regular classes with which to integrate students when they indicate academic and social progress. The principal is an important member of the team; the administrator to whom the teacher can turn for immediate help. Generally, the principal provides standard teaching materials of necessary grade levels to meet the needs of the emotionally disturbed students. In cases where the child becomes so upset that removal from the classroom is necessary, the principal frequently can provide a therapeutic environment and the support of a friendly, sympathetic adult. The principal, in most cases, can be available to offer the child individual attention; listening, counseling, and providing within a few minutes, the necessary structure to achieve calm.

The principal includes her "special classes" when planning total school activities, and will integrate them as much as possible. The principal works closely with the teacher in arranging opportunities for these students to visit other classes, participate in assemblies, group games, etc. She elicits the cooperation of her teachers in accepting these students in their classes, selecting both carefully to insure successful integration. The principal consults with school psychologist, supervisors, and Director of Special Services regarding plans, curriculum, and policies for these classes. She may participate in parent conferences, case conferences, in-service workshops, or any other aspect of special education for which she can find time. The principal's authority over these classes is comparable to that exerted over any other class in her building, but responsibilities are shared by

the school psychologist. The Director of Special Services serves as a coordinator and consultant to the principal regarding the execution of administrative policies dealing with this program of special education and other special services.

RELATIONSHIPS WITH PRINCIPAL (Neurologically Impaired)

The classes for neurologically impaired are presently housed in a small building segregated from other classes which poses unusual problems. The principal is usually available by telephone and will be available on request, but because of the pressures of administering a larger school, is rarely on hand. She provides standard teaching materials of necessary grade levels to meet the needs of the neurologically impaired students. She consults with the school psychologist, supervisors and Director of Special Services regarding plans, curriculum, and policies for these classes. She may participate in parent conferences, in-service workshops, or any other aspect of special education for which she can find time. The principal's authority over these classes is comparable to that exerted over any other class under her supervision, but responsibilities are shared by the school psychologist. The Director of Special Services serves as a coordinator and consultant to the principal regarding the execution of administrative policies dealing with this program of special education and other special services.

RELATIONSHIPS WITH SUPPORTIVE PERSONNEL
(Emotionally Disturbed and Neurologically Impaired)

The teacher of emotionally disturbed needs constant support from ancillary personnel in order to continue effectiveness in her difficult job. She may look to her principal for assistance or advice since this person is usually available immediately. In the present circumstances, the school psychologist serves a dual role; a guidance counselor for the emotionally disturbed and supervisor of some special classes.

The school psychologist, according to state regulations, has the primary responsibility to compile records, reports, and make recommendations relative to placement of handicapped children. In addition, she discusses the program with the parent and child, arranges for visitations, consults with counselors, teachers and principals, and arranges transfers prior to placement. She shares responsibility for supervising the classes with the principal, contributing from her knowledge of and experience with handicapped children. She investigates and recommends special material designed for use with handicapped children and additions to the professional library. She assists teacher and principal in planning educational activities, parent conferences, or evaluative procedures. She is available to act in a supportive role to teacher, principal or student, and is directly responsible to the Director of Special Services.

The addition of an elementary counselor for the special classes is highly recommended in order to provide regular counseling for students, more frequent parent contact, and assist the teacher in evaluating class members.

A school nurse is assigned to special classes and she can provide valuable service in working with parents to insure good physical health of the students. In order to be most effective, this school nurse should be additionally trained for understanding the particular problems of emotionally disturbed and neurologically impaired.

**RELATIONSHIPS WITH CONSULTANTS AND SPECIAL TEACHERS
(Emotionally Disturbed and Neurologically Impaired)**

In general, students in special classes will be offered the benefits of all consultants and special teachers including guidance counselors, speech therapists, art, music, and physical education. Because of the necessity to emphasize tool subjects, enrichment programs such as French and Science must be curtailed; however, teachers are encouraged to integrate individuals in these areas whenever possible. It is advisable that any special teacher who instructs these classes or individuals be orientated by teacher, principal or psychologist into the type of behavior exhibited by these students. Special teachers must be willing and able to adapt their programs to specific needs of these children, to provide lessons which do not over-stimulate or frustrate them, and to accept them as individuals who are not likely to follow the pattern of regular classes. Heads of departments can offer invaluable service to these handicapped children by being highly selective when assigning special teachers.

RELATIONSHIPS WITH STUDENT TEACHERS

(Emotionally Disturbed and Neurologically Impaired)

Optimally, any student teacher must have a good foundation of practice teaching in regular class before entering the special class. Because of the multi-grade nature of these classes, a wide spectrum of levels is also essential to the effective instruction.

The student teacher should have acquired some knowledge of accepted standards for behavior and learning before she works with the student who does not conform. She must use mature discretion in discussing the various members of the class and respect the confidentiality of records to which she may have access.

The inclusion of student teachers with the special class presents both positive and negative aspects. The teacher welcomes another professionally trained person who can provide extra assistance necessary for improved instruction and drill. A second warm, sympathetic adult in the classroom can often provide the individual attention which these handicapped students seek.

The teacher must be prepared, however, to accept the fact that the requirements of the training program may create hardships within the classroom. The student teachers are most frequently inexperienced in teaching techniques and classroom management. Although the opportunity must be offered for the student teacher to assume management of the class, the class members are well aware of her position. The cooperating teacher frequently finds herself in the position of having to administer discipline, make judgements or offer support in situations that occur due to individual personality traits which these students have developed over a period of time. Personality of teachers may be in conflict, and varying methods of instruction or management may present problems of adjustment to the students.

RELATIONSHIPS WITH NON-TEACHING PERSONNEL (Emotionally Disturbed and Neurologically Impaired)

The students in special classes have regular contact with school department employees outside the classroom, and it is advisable that such personnel understand the type of child with whom they are dealing.

The teacher's aide must have some training before entering the class, either from the principal, teacher, supervisor or Director of Special Services. She must understand that these children are frequently unpredictable, trying and frustrating. Among the personal qualifications for this position is a calm, even disposition and the maturity to maintain control of herself in the presence of a recalcitrant child. The teacher's aide must also have the intelligence and initiative to recognize a need and meet it; particularly in crisis situations when the teacher must devote her full attention to a student. Because of her close association with the students and teacher, the aide is an important member of the special class team. An aide who is poorly qualified for her position can create such serious problems for the teacher that the effectiveness of the program is impaired.

Although the students in special classes have less contact with school custodians and secretaries than aides, it is also advisable that these persons have some insight into the behavioral characteristics of these children. Unless they are apprised of the situation, they may unwittingly precipitate an incident which might easily have been avoided.

On the other hand, the custodian or secretary can and often does provide a comfortable, non-threatening atmosphere for a child who is upset.

The importance of the school bus driver as part of the special class team cannot be underestimated. Since special classes are made up of students from all parts of the city, each child must travel by school bus. The average bus driver is well able to cope with regular students on the relatively short

trip to and from their homes, but the special class student, who is more difficult to manage, often spends far more time on the school bus. His daily relationship with the driver often sets the stage for his day in the class. Special Service personnel can appreciate the necessity for economy in the costly business of transportation, but should not accept arrangements which jeopardize the special class program. Under optimal conditions a bus or buses should be assigned for the exclusive use of the emotionally disturbed and neurologically impaired. This would provide flexibility in the number of students being transported at one time, the selection of individuals to ride together, and make transportation home immediately available when necessary. The teacher's aide might be utilized as driver, or if buses cannot be available on a full-time basis for special classes, ride the bus to assist in maintaining order. This alternative is considered a poor second, but slightly better than prevailing conditions where a driver must control bus and passengers over a long route.

MANAGEMENT OF BEHAVIOR **(Emotionally Disturbed and Neurologically Impaired)**

A teacher in the field of special education is constantly being reminded that he is not a therapist or a social worker but an educator of children with problems. But like it or not, a teacher in this area must, at times, function as both a therapist and a social worker. The teacher does not go into the home as a social worker but the teacher conducts many conferences with parents. A teacher cannot interpret play as does the therapist, but he must deal with the child as he finds him in the classroom. A therapist gives release to the child. The teacher must motivate learning, create an atmosphere of achievement and success.

While the teacher of neurologically impaired must adjust and structure her teaching techniques for the specific learning disabilities of her students, the teacher of emotionally disturbed is more concerned with management of behavior. Frequently, her students have high academic potential and ability, but fail to produce. The teacher is in the difficult position of making demands which the child refuses in order to test her strength. More often than not, the emotionally disturbed child's attitude towards school work is "I'm not going to do it, and you're not going to make me!" It becomes the teacher's task to coax, cajole, and otherwise motivate the child towards gaining satisfaction from academic achievement.

Along with academic training, the teacher is constantly attempting to develop in her students the ability to comply with adult direction. Although her classroom is more permissive than regular class, students are expected to maintain acceptable standards of behavior. The third facet of her job, therefore, is improving the interpersonal relationships among her students. The teachers feel that certain ground rules must be observed in school at all times, namely:

1. There can be no fighting or physical abuse.
2. Students must respect the property rights of others.
3. They must consider the feelings of others or operate by "the golden rule."

Other rules are made to insure the smooth functioning of the class, and might change, depending on circumstances. These rules are comparable to those maintained in a regular classroom and are as follows:

1. No purposeless wandering around the classroom.
2. Only one student at a time at the sink or lavatory.
3. No unnecessary interruptions of the teacher when working with a child, etc..

The teacher must define the rules for all class members so that they are aware of expected behavior, know the limits and the consequences of infractions. She must structure the daily tasks to meet individual needs and take precautions to avoid unnecessary problems. Generally, she has the following means of coping with poor behavior:

1. Direct Intervention - She appeals to his personal concern for safety and acceptance. She attempts to re-educate the student by focusing on the immediate crisis (What happened, why it happened, and what might have happened). She tries to interpret what need was satisfied by the poor behavior, and offer new channels to meet it. She provides as many opportunities as possible to promote a more positive self-concept in her students.

There is no need to structure situations to trigger emotional responses, since the class members are volatile enough on their own; however, opportunities may be provided to control or cope more effectively through games, dramatics, and discussions.

Setting time limits by the teacher seems to present an interesting challenge to the students. The teachers suggest that expected behavior often results when they make demands to be fulfilled within a certain number of seconds or minutes. Group guidance techniques with "character building" film strips are utilized. The McGaffy Readers provide interesting stories which stimulate discussion of acceptable behavior.

2. Building Group or Individual Responsibility - The pressure to conform to acceptable standards or behavior is more effective from peers than teachers. Although punishments meted out by the group are usually more severe and unrealistic than those of a responsible adult, the teacher can encourage discussion

and feedback by the class to the misbehaving child. The teacher can assist the child in discovering satisfying, acceptable activities to substitute for misbehavior, and plan carefully graded experiences to improve self-direction.

3. Improving Behavior Through Indirect Controls - The teacher must plan her academic instruction to provide motivation for the child. This is most frequently accomplished by reducing frustrations through assignments which are designed to insure success. The classroom routine must be established and maintained in order to build a sense of security and structure. The teacher must provide rewards for good behavior rather than stressing punishment for poor behavior. She must communicate to her students the expectation that they will abide by the rules. It is frequently necessary to remind students of the rules, and the teachers suggest that this should be done once firmly and with finality turning abruptly from the misbehaving child to avoid argument or discussion.

REWARDS

Both the emotionally disturbed and neurologically impaired students need unusual motivation to improve academic skills. The former have met, usually, with so little success that they are overwhelmed by failure and lacking in self-confidence. The latter often have similar negative self-image, but additionally have need to challenge authority. The rewards which appear to satisfy both groups are surprisingly simple and routine:

1. Good Work Displayed On Bulletin Board - This represents a scholastic achievement rarely, if ever, experienced by these children in regular classroom.
2. Seals Or Stamps On Papers - Although many of these children affect an attitude of indifference or sophistication regarding academic work, they are most often eager to achieve a "badge of success." Their enthusiasm for this reward seems consistent regardless of age, and provides enough gratification so that there seems no need to extend this pride to the home.

These children rarely share their successes and achievements with parents or siblings; possibly because they are often below expected standards for their ages. The competition and demand for these rewards seems satisfying enough to most students so that teachers highly recommend them.

3. Candy Or Cookies - These seem less gratifying than the above-named rewards; possibly due to the fact that the students in these classes come from homes where food is usually available.
4. Praise And Affection - The teacher takes every opportunity to provide ego support and avoid anxiety-producing comments. A

friendly pat on the head, touch of the hand, or affectionate word from the teacher are rewards frequently employed. When possible, these children are encouraged to share their successes with another interested adult within the building.

5. Special Privileges - Rewards might include puzzles, library books, and games which students might use after completion of their assignments.

The use of arts and crafts is highly recommended in the special classes as the students take particular pride in creating something at school which is valued at home. Since academic successes are usually rare, the craft program fills a need. It is important that the craft selected can be executed by the student with a minimum of adult supervision. Many of the usual materials must be avoided because they create problems of noise, mess or danger in the classroom where other students are working. If a workroom is provided, or if the class works as a group, a wider range of art activities is possible.

It must be pointed out that the primary purpose of the craft program is not self-expression or creativity, but to provide a pleasurable activity which the child can pursue independently as a reward for good behavior or work completed. Among the recommended crafts are:

Weaving
Leather Lacing
Braiding
Raffia Work
Basketry
Mosaics
Felt, Cork, Sponge Rubber Crafts
Ice Cream Stick Crafts
Shellcraft
Collages of Paper, Cloth, Stamps
and Colored Illustrations

Sand Casting With Plaster of Paris
Printing With Styrofoam, Erasers,
Sponge, Potatoes
Monoprints From Found Objects
Stenciling On Paper Or Cloth With
Crayons Or Paint
Pre-fabricated Model Building
Wooden or Clay Tile Decorating
Simple Wood Crafts-Sanding & Gluing
Puppet-making
Stitchery
Sewing, Knitting & Crocheting

Rewards which might be arranged outside the classroom are:

Trips To The School Library
Field Trips
Attendance At Assemblies
Special Duties & Responsibilities -
Delivering Milk, Attendance Reports,
Etc..

Integration With Regular Classes
Class Picnics
Outdoor Activities-Kite Flying, Nature
Walks
Classroom Films

PUNISHMENTS

The punishment utilized most frequently when a child is so upset as to interfere with classroom procedure is to isolate him from the group. He may be isolated in a conference room, principal's office, or at a desk outside of

the classroom. The criteria for removal from the class are to lessen the annoyance to other students and teacher, to save the child from hostility of others, and to provide a "cooling off" period. When there seems no expectation of resolving the conflict between the child and teacher or group, he may be excluded from the class and sent home. Usually parents are called to provide transportation, but if no other arrangements can be made, the aide, principal, counselor or psychologist may be called in to drive the child home.

The withholding of privileges and rewards is a type of punishment utilized frequently. Students are expected to achieve and conform or suffer the consequences.

Purposeful ignoring is another "punishment" often used to control behavior. The teachers try to ignore minor irritations and avoid tests of strength with the students. Unfortunately, many students instigate crises, attempt to manipulate personalities, and generally exhibit behavior which cannot be ignored. At such times, the needs of the individual must be sacrificed to the needs of the group.

Corporal punishment is not recommended although teachers occasionally receive physical blows from their students. Both parents and students are advised that such behavior is intolerable and exclusion will follow if it continues. Parents may be asked to sign a statement agreeing to allow the teacher to use corporal punishment. Although this permission is rarely used, the threatening effect in itself is often a deterrent to misbehavior.

Although it cannot be considered a punishment, a useful device is the shortening of the school day for a child whose sustaining ability is limited.

The discrete confiscation of dangerous implements or distracting toys from the entering student may be considered a device rather than punishment, but is extremely useful in avoiding unnecessary difficulties. The child should be advised as to the reasons for confiscation of his property and that

return will be effected when advisable.

It was the concensus of opinion that teachers have a responsibility to the students and school system to improve academic achievement and change behavior which is not acceptable. The non-directive techniques of the therapist have their place in the clinics, but there is a necessity for structure and limits in the public schools. The release, available through clinic contacts, enables the child to exert the necessary controls imposed by daily classroom experience.

ACADEMIC PROGRAM FOR NEUROLOGICALLY IMPAIRED

The neurologically impaired child has been referred to the special class primarily because of his failure to learn academic subjects by standard classroom methods and procedures. This failure may be due "to the child's inability to control his attention to stimuli which are immediately significant to his adjustment, to adapt negatively to unessential stimuli, and an apparent hyper-awareness of visual, auditory and tactual stimuli within the perceptive field of the observer."¹ This child, in other words, has great difficulty in attending to the work at hand because so many distractions command his attention. He is unable to screen out what is important and what is not, hearing, perhaps, in the same intensity the teacher's voice, the shuffle of feet, the music class down the hall, and the sound of traffic outside. The visual perception of these students appears to be deviant as they tend to confuse figures with background. The neurologically impaired child, for instance, may color the space between the wheels of a car, or under the handle of a basket as if it were part of the whole. They are generally poor at reproducing any geometric symbols, letters, or numerals which cause difficulty in most academic areas. Reversal errors are frequent both in reading and handwriting. These children characterize, also, by perseveration, the inability to shift easily from one activity to another. This may be observed in a testing situation when a child makes the same response to different questions, or in class when he prefers repeating a seatwork activity or game to going on to something new.

In view of these specific disabilities, the neurologically impaired child has experienced considerable failure in the regular classroom and has

¹Wm. Cruikshank et al. A Teaching Method for Brain Injured and Hyperactive Children.

added to his problem feelings of defeat, rejection and insecurity. These children invariably enter the class for neurologically impaired with an overlay of emotional disturbance. It is absolutely imperative, therefore, that the "special class" provide a realistically "special" atmosphere with materials, surroundings, and teaching methods based on current educational research. Teachers of these special classes must be free to try any methods or materials they feel may be successful with an individual, and not be expected to conform to the prescribed curriculum or basal system which has already failed with their students.

SPECIFIC TRAINING FOR GENERAL ACADEMIC IMPROVEMENT (Kephart and Delacato Techniques)

Among the innovations in special education for the neurologically impaired is the emphasis on physical training to improve academic learning. The works of Newell Kephart and Carl Delacato advocate "neurological organization" in order that the child develop the ability to profit from instruction. The remedial or developmental effects of such training are under close scrutiny by educators and psychologists but acceptance is widespread enough to suggest that there are beneficial effects. Without question, most neurologically impaired students have poor coordination and body control. A test of strengths and weaknesses in these areas has been adapted from Kephart and is contained herein. A teacher or aide can administer this test, making notes on the child's disabilities for purposes of retraining. It is likely that these disabilities will cover a wide range in the special class so that retraining must be done individually. Suggestions for improvement of specific weaknesses are included for the use of teacher or aide.

IMPROVEMENT OF PERCEPTION

The work of Marianne Frostig has resulted in a well-organized program for improving visual perception and motor control. She presents a practical manual for the use of the teacher and a series of graded work sheets for

duplication. These can be presented to the student as seatwork after discussion, and have been found to be very successful. Their use is most acceptable, however, to the younger child as the format is similar to reading readiness exercises.

The Continental Press² has an excellent selection of materials for exceptional children including duplicating masters for visual-motor skills, visual discrimination, etc. This can be used with older students.

The following special materials are recommended for improving perception and are available for use in classes of neurologically impaired:

Pattern and Design Reproduction
Pegs and Blocks

Parquetry Blocks
Construction Materials
(tinker toys, etc.)

Sequence and Progression

See-quees pictures to arrange in sequence
Nesting toys (graded Montessori cylinders)

Coordination and Body Image

Walking and Teeter Boards
Basketballs and Hoops
Buttoning, Lacing, Zipperframes
Following Dots

Clay and Play Dough
Ring Toss
Coloring Books

Shapes and Forms

Puzzles, Form Boards

Stencils

Matching

Lotto Games
Judy Match-ettes

Word - Picture Puzzles
Ben G Read - To Read Puzzles

READING

The neurologically impaired child frequently indicates marked reading disability with attendant problems in phonics, spelling and language. Diagnostic reports contain references to "aphasia," either receptive or more often, expressive. Since the importance of reading ability is unquestioned,

²The Continental Press, Inc., Elizabethtown, New York

the teacher of the neurologically impaired spends the greatest proportion of her time in this area. She must first diagnose the individual's specific disability and then take steps to remedy it by any means she can devise. Among the diagnostic tools are:

Slingerland's Test of Specific Language Disability
Gray's Oral Reading Paragraphs
Gilmore's Oral Reading Test

After a short period of noting his weaknesses and strengths, the teacher can determine by what means the child learns most easily. By regressing to a level of assured success, she may be able to follow a manual prescribed in a basal system; rarely, however, that with which the child has already experienced failure.

Sometimes it is necessary to teach without texts since the student's negative attitudes towards books impedes his progress. Among the useful devices for improving reading skills are:

Experience Charts
Bulletin Boards
Dramatics (play reading)
Word and Sentence Games
"Fish" with Teacher-Made Cards
Word-O, Read-O Word Lotto
Spill and Spell
Password
Phonetic Quizmo Runny

Teacher-Made Stories, Riddles
Notes to Students from Teacher or Aide
Periodicals (Weekly Reader, Scholastic Magazines)
Dolch Phonic Games
Scrabble
Take
Crossword Puzzles
Word and Sentence Builders

Audio-visual aids are useful in the class of neurologically impaired to focus attention and minimize distractions. The following devices are recommended:

Overhead Projector
Movie or Filmstrip Projector
For Controlled Reading
Language Master

Opaque Projector
Tape Recorder
Simple Tachistoscope

It is necessary that some means of word analysis be provided for most of the neurologically impaired since they are unable to learn efficiently by the look-say method. Teachers must provide a wide spectrum of re-inforcing material to insure a good foundation for word analysis. Teachers manuals or

student workbooks of the popular basal systems do not provide enough reinforcement, so other materials must be utilized. The following are recommended:

The Reading Road To Spelling (Harper-Row) workbooks combining all aspects of language arts.
Phonics Skill Texts (for duplication).
The Gillingham Method (workbooks, flashcards, games).
Durrell's "Building Word Power" (manual and workbook).
Wilkinson's "Improving Your Reading" (remedial exercises).
McGraw-Hill - Programmed Reading.
Gates - Peardon Exercises.

Since much of the actual instruction is done on an individual basis, teachers should have a wide selection of books which will appeal to the child. High interest, low vocabulary books are available either in complete sets, such as S.R.A. Reading Laboratory or by individual copies.

Since only one or two may be in use at one time, sample material or library books may be utilized. The teachers suggest that the traditional "reading group chairs" be eliminated in favor of the child's working with the teacher at her desk, a table, or at his own desk moved near hers.

The teaching methods of Cruikshank, Kirk and Fernald are recommended for individual instruction.

"Color Coding" is an effective method of pointing out the important word in a sentence, part of a word or arithmetic example. The teacher writes the word, part, or number in colored pencil or chalk in order to make it more obvious to the student.

The use of charts rather than chalkboards seems to be indicated to cut down distractability. The large expanse of chalkboard, covered with seatwork assignments is confusing to the neurologically impaired.

Short, simple assignments are recommended, and whenever possible, material presented should have few sentences or words per page.

HANDWRITING

Since many neurologically impaired students have profound difficulty in motor coordination, handwriting must be stressed. The teachers suggest

that cursive be used exclusively as these students experience great difficulty in making the necessary transfer from manuscript. Among the devices useful for training are:

Sandpaper Letters for Finger Tracing
Letters Made with "Glitter" for Tracing
Clay Tray for Writing with a Stylus
Copy Books
Oaktag Strips for Fixing Margins
Prepared Paper with Margins

LANGUAGE AND SPELLING

In creative language the neurologically impaired child meets serious obstacles. He may have something to say, but cannot spell the words or write them on his paper. It is suggested, therefore, that consideration be given only to one aspect of language at a time. If the child is expected to produce a story motivated by a picture, beginning sentence, or experience, he should not be expected to write it. Teacher, aide, or older student may be utilized as a "secretary" to get his thoughts on paper.

Spelling as a communicative skill must be learned, and assigned words are recommended. The usual repetitive writing, however, is not advised for this group for whom perseveration is a problem. Words to be learned should be presented visually, audibly, and kinesthetically, with complete discussion of meaning and use. Writing more than three times defeats the purpose, and other forms of drill are preferable.

MATHEMATICS

Current educational methods include modern mathematics and excellent visual aids for neurologically impaired students. These children respond far better to concrete than abstract material, and teachers are fortunate that so many of the new mathematic devices are available. The symbolism and abstractions in current practice, however, are most difficult for these children, and teachers should be free to decide what to include and omit from the texts.

MOTIVATION

The teachers were agreed that the best single motivation for academic improvement is the use of bulletins for the display of student work. Although many authorities consider this visual stimulation detrimental to the neurologically impaired, the teachers suggest that the positive psychological aspects far outweigh the negative. For many students, a paper on display represents success never before experienced.

INTELLIGENCE AND ACHIEVEMENT TESTING
(Emotionally Disturbed and Neurologically Impaired)

According to state regulations, handicapped children are to be evaluated every three years, and this evaluation includes individual intelligence testing administered by certified personnel. Tests used are Stanford Binet, Wechsler Intelligence Scale for Children, Peabody Picture Vocabulary, and, occasionally, the Memory for Designs Test, Ammons, Goodnough's Draw A Man, and Vineland Social Maturity Scale. The Illinois Test of Psycholinguistic Abilities recently developed has been added to the testing equipment and is expected to provide new dimensions in the evaluations of handicapped children.

Because of the specific disabilities apparent with both emotionally disturbed and neurologically impaired, it is advisable to consider test scores as a very small segment of the total picture. Individual testing by a competent examiner must rule out the mentally retarded child whose prognosis for regular class instruction is negative. On the other hand, examiners must be highly skilled and perceptive to observe the responses which indicate higher and untapped potential in those children who are non-verbal or so poorly coordinated and disorientated that performance test scores are depressed. In writing reports, the school psychologist should emphasize strengths and weaknesses observed in the testing situation; especially as they relate to classroom performance. Sub-test scores reveal far more information than the I.Q. per se, and this information should be available to the teacher.

Teachers of special classes are constantly evaluating progress in their efforts to provide the student with material in which he can find success and challenge. Since the ultimate goal of these special classes is return of the child to regular school, they must constantly compare his

achievement with that of his peer group. The longer a teacher remains in a class of low achievers, although her teaching skill may increase, she loses the ability to make realistic judgements regarding the academic progress of her students. It is necessary to provide her with some standards on which to base her judgements, such as the opportunity to visit a regular class approximately the same age group as her own.

The teachers generally consider that standardized tests serve this useful purpose, although inability of many students to cope with the mechanics of test-taking poses a problem. Most of these handicapped children have been so conditioned to and by failure, that their responses to standardized tests are unreliable and scores invalid. Sometimes they complete the first few easy items, and make no effort at any which are challenging. Sometimes they refuse to read or compute but mark a response for every question. If any standardized testing is attempted, the teacher should make every effort to provide adequate proctoring and make notes on individual test performance so that results may not be misleading. The scorer should be advised to note the pattern of marking because the child who selects one response number and marks it consistently throughout the test can sometimes achieve a good score without ever having read a word or computed a problem.

Another difficulty in administering standardized tests relates to the multi-grade nature of special classes. Most standardized tests are designed for a single grade, and special classes may range over two or three. The assistance of a well-trained aide or student teacher may be utilized, but suitable space for testing must be located if the class is to be divided.

Finally, the volatile, unpredictable nature of the emotionally disturbed and the distractable, disorganized characteristics of the neurologically impaired preclude valid measurement with standardized testing. The teacher understandably would like to have a standard measure to evaluate progress, but should be aware that among her students, deviation is normal.

REPORTS AND RECORDS
(Emotionally Disturbed and Neurologically Impaired)

In order to evaluate progress or deterioration in both emotionally disturbed and neurologically impaired students it is necessary that the teacher employ some practical method for her own use. While anecdotal records are optimal, they are time consuming even with the use of a tape recorder. The teacher of a multi-grade class is most often so involved with academic planning for individuals, that behavioral records are neglected from sheer necessity. The periodic evaluation must, therefore, be as simple, preceptive and meaningful as possible so that the teacher take responsibility for its completion. Although other personnel such as psychologist, counselor or principal might assume this responsibility, the teachers in daily contact with students are in a far better position to evaluate progress or deterioration. Furthermore, the teacher occasionally becomes discouraged and feels that no progress is being made until she observes the previous evaluations. She tends to forget major difficulties which may have subsided in her daily efforts to cope with the current problems. From a practical point of view, the checklist type of evaluation seems most advantageous , and such has been adapted from that proposed by Harold F. Burke in his dissertation on organic basis for behavioral deviations. This evaluative tool could be scored monthly by the teacher and kept in the student's cumulative folder, an on-going account of specific behavioral changes.

A second reporting device was adapted from the rating scale suggested in "Education of Emotionally Disturbed Children" by N.G. Haring and E.L. Phillips. This was felt to have specific use with emotionally disturbed, and would be utilized at the beginning and the end of the school year.

A device which was designed for use with the neurologically impaired has been adapted from N. Kephart's "The Slow Learner In The Classroom."

The teachers suggested that this might be used to evaluate various aspects of balance, motor coordination, spacial relationships, and perception before and after specific training.

In general, conference sheets follow the pattern suggested for regular classes, and the teachers are encouraged to make notes on parent conferences or any other subjects which might provide insight or information for the students cumulative record.

REPORT CARDS

It is agreed that standard report cards cannot be utilized in special classes because of the psychonoxious effect of consistent failure which would be applicable to most students. Placement in these classes has been effected because of academic failure or behavioral aberrations, and judgements have to be made in relation to the child's personal improvement rather than comparison to the group. The teacher, however, must be aware constantly of the child's achievement as indicated by grade level in any given subject. These levels, rather than value judgement marks, are recorded on report cards. The report card for these classes has been adapted from that used in regular classes with certain omissions (French, Science, Promotion in Danger) and additions. The teachers find that level alone does not suffice and suggest an unstructured space for comments each quarter. On these inserts she can make specific notations for parents' information as well as for her own records. A copy of the report card will be found in the Appendix.

PHYSICAL FACILITIES **(Emotionally Disturbed and Neurologically Impaired)**

There are many practical aspects to be considered in adapting present school buildings and in designing new school facilities for both emotionally disturbed and neurologically impaired children.

First, it should be an extension of a large elementary school so that students may participate in regular class activities whenever possible. It has been noted elsewhere that as a student in special class progresses academically or behaviorally, opportunity must be presented to integrate with regular classes on a part-time basis as a preliminary step to returning full-time to his neighborhood school.

Rooms for both groups should be located at the end of a corridor so that students are not distracted by the passing of classes or individuals en route to lavatories, etc.

Classrooms should be designed with lavatory and toilet facilities within, and each should have an outer exit close to the areas where the bus can load and discharge passengers. If possible, there should be some visible boundary to the playground such as a low fence or wall to facilitate setting limits for free play activities.

Windows should be above eye level in order to minimize distractions, and optimally can be opened enough to provide adequate ventilation. The opportunity to observe children in special class is tempting to most students and annoying to the observed. Doors and inner walls should be solid, without windows into corridors, in order to avoid the nuisance of "peeping Toms."

Although these classes are small, they are frequently noisy, so every advantage should be taken to provide soundproofing. In addition to structural soundproofing, wall-to-wall carpeting would be desirable.

In regard to furnishings, both groups should have solidly built desk and chair units which cannot easily be moved. Cabinets rather than open shelves are less distracting and some should have locks.

The teachers appreciate the use of a three or four drawer file since records and folders of individual assignments are constantly in use. It is absolutely imperative that the teachers organize their materials in order to prepare lessons efficiently in these multi-grade classes.

The teachers agreed that at least two tables were desirable; one for work and a second for library or play activities.

Both groups of children can profit by the use of "isolation booths" or study cubicles, either portable or built-in. It is important that these cubicles are high and deep enough to isolate the student. These are never used punitively, but are utilized by the students who are easily distracted by sight and sound.

Cork or bulletin boards for displaying the work of the students should be located at the back of the room. Since papers on display provide motivation, the size of the display area should be fairly large.

The teachers feel that chalk boards in these classrooms should be intermittent rather than extending across the wall. The student could then work at the board without the distraction of a neighbor at his elbow. Group or individual assignments could also be written on these segments, offering the child with a special relation problem less opportunity for confusion.

A portable chalkboard of adjustable height provides an opportunity for the teacher or aide to work with a child at his seat or corner of the class, screening him from view.

Since aides and student teachers are frequently present with the teacher in the class, some means of partitioning the room is desirable.

This might best be accomplished by means of a folding wall.

Perhaps the most important adjunct to the classrooms for emotionally disturbed is a "quiet room" where an upset child may be isolated from the class. This room should be small and furnished with a comfortable chair and couch. It might be equipped with a one way glass for visitors' observation into the classroom although some means of screening would have to be devised for use when a student is occupying the room. It is advisable also that doors to this room are provided with locks so that the child can be prevented, if necessary, from returning to the classroom or leaving the building unobserved.

Since the training of neurologically impaired includes specific physical exercises, certain apparatus should be available near or in the classroom. Two-by-fours about ten to twelve feet long, sturdily braced on the two inch side are recommended for training in balance and coordination. Parallel bars, basketball standards, and gym mats would be useful additions to the neurologically impaired training area.

There has been much discussion relative to the use of color in special classes, particularly for the neurologically impaired. The popular recommendation is to minimize stimulation by eliminating color. The teachers feel that these children, like any others, tend to be negatively affected by dreary surroundings, and respond far better to the cheerful atmosphere which the prudent use of color brings to the classroom.

Appendix I

REPORT OF PROGRESS

		Name: _____				Year: _____			
		1	2	3	4	School: _____			
<u>ART</u>	Enjoys Art Activities					Teacher: _____			
<u>MUSIC</u>	Enjoys Musical Activities					ATTENDANCE			
	<u>HEALTH AND PHYSICAL DEVELOPMENT</u>					1 2 3 4			
	Active, Full of Energy					Days Absent: _____			
	Muscular Coordination					Days Tardy: _____			
	Enjoys Active Games								
	Good Health Habits								
	<u>SOCIAL DEVELOPMENT</u>					SCHOLARSHIP			
	Is Courteous to Others					Reading Grade Level			
	Respects Property of Others					Writing Grade Level			
	Cooperates Well in A Group					Spelling Grade Level			
	Respects Authority					Mathematic Grade Level			
	Accepts Responsibility								
	Demonstrates Self Control								
	Shows Improvement					PARENT SIGNATURES			
	Accepts Criticism					1. _____			
<u>WORK HABITS</u>						2. _____			
	Follows Directions					3. _____			
	Begins Work Promptly					4. _____			
	Concentrates on Work								
	Completes Work on Time								
	Work Neatly Done								
	Works to Best of Ability								
	Shows Improvement								

The Rating Scale Varies From 1 Which Is The Highest Mark To 5 Which Is The Lowest.

ACADEMIC SKILLS AND BEHAVIOR TRAITS OF BRAIN-INJURED CHILDREN Burke's Syndromes

DATE:

- Poor coordination in large muscle activities (large games)..
 Confusion in spelling and writing (jumbled).....
 Inclined to become confused in number processes (illogical
 responses).....
 Poor reading.....
 Hyperactive and restless (inability to inhibit physical
 movement).....
 Behavior goes in cycles (inconsistency of performance).....
 Quality of work may vary from day to day.....
 Daydreaming alternating with hyperactivity.....
 Excessively meticulous, exacting, formalistic or pedantic..
 Erratic, flighty or scattered behavior.....
 Lacks a variety of responses (repeats self in many
 situations - perseveration).....
 Easily distracted, lacks continuity of effort and
 perseverance.....
 Cries often and easily - "Catastrophic" reaction.....
 Explosive and unpredictable behavior.....
 Often confused by punishment.....
 Upset by changes of routine.....
 Confused in following directions.....
 Tends to be destructive; especially with work of others.....
 Demands much attention (boisterous behavior or rigid
 compulsive defense).....
 Many evidences of stubborn, uncooperative behavior.....
 Often withdraws from group activities (prefers to work
 alone).....
 Cannot seem to control self (speaks out, jumps out of
 seat, etc.).....
 Constant difficulty with other children and/or with adults..
 Shallow feeling for others.....
 Seems generally unhappy.....
 Confused and apprehensive about correctness of response;
 indecisive.....
 Often tells bizarre stories (confuses fact with fiction)....
 Classroom comments are often "off the track" or peculiar...
 Difficulty reasoning things out with others (difficulty
 with abstractions).....

N - Never

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